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ABSTRACT

This document describes collaborative efforts in New York City between public high schools and the business sector. Business involvement with the schools assumes many forms and operates on a number of different levels: (1) forming a special relationship with particular schools or departments, (2) being a resource to provide speakers for classes, (3) acting as role models or mentors for students, (4) providing a work setting for student internships and/or future employment, and (5) serving on advisory committees for occupational education. Examples of each type of relationship as well as some school-specific illustrations are discussed. Some general issues relating to school-business partnerships are raised. These include a mutual understanding of the objectives and how they will be achieved, realistic expectations of each partner, and supportive attitudes accompanied by institutional structures which will ensure continued commitment. Research studies are being conducted to learn more about these joint efforts between schools and businesses. Specific areas of focus include effectiveness of joint efforts in reducing school dropout rates and improving the success of disadvantaged youth in the labor market; the characteristics of successful programs and factors which influence employer participation; and how these relationships might be improved. (ETS)

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TRENDS FORECASTS

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COLLABORATIVE EFFORTS OF BUSINESS AND THE NEW YORK CITY PUBLIC HIGH SCHOOLS

The reliance of the City's economy on the service sector and the need for a more skilled work force, as well as the need to improve the education system's ability to retain its students are all related to efforts to strengthen the linkage between school and work. This has been addressed in a variety of ways, through partnerships between businesses and individual schools where business contributes its expertise on special projects, by business representatives participating in classes about the world of work and specific career opportunities and acting as role models, by businesses participating in advisory councils on curriculum development, and by formal arrangements for the employment of students in work experience programs.

On a policy level, there is debate about how private resources should be used in public education, how they are distributed, and what the use of private funds does to the ability to set education goals and create programs that are in the public interest. On a program level, however, school-business collaborative efforts can be an enrichment that offers youth opportunities and experiences not otherwise available to them.

A recent forum on "Business and the Public Schools," sponsored by the Committee for Economic Development and The Public Education Fund came to the following conclusions:

- "All sectors of a community need to work together to improve the public schools.
- "Business can make a major contribution and serve its own interests by getting involved in the schools.

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- "Local schools themselves have a responsibility to set goals, to use resources effectively, to be accountable for results, and to let the private sector and the public know what their needs are."[1/]

The widespread existence of school-business collaborations and the different forms they take has been presented in reports of the U.S. Department of Education and the National Commission for Employment Policy. A survey of over 9,000 school districts in May 1984 by the Department of Education found that 22 percent had one or more partnerships in their district, with nearly two-thirds of the schools in these districts involved.[2/]

Although not a new development (the Cooperative Education Program of the New York City Board of Education has been in existence since 1915, for example), in more recent years new collaborative arrangements have been initiated (Join-A-School and Mentoring Programs) and business groups have been active in promoting their existence.

This issue of *Trends and Forecasts* describes the collaborative efforts taking place in New York City, between the public high schools and the business sector. Because many of the relationships are developed between individual schools and companies, what is included in this report are the major types of relationships and a few examples of specific linkages. Current issues and directions are discussed at the end of the report.

INDICATORS OF NEED

There are 111 high schools in New York City including 21 vocational and 10 alternative high schools. As of October 31, 1983, these schools had about 265,000 registered students.[3/] The need for formalized collaborative arrangements between these schools and the business sector is impossible to quantify.

The City depends on an educated work force and it is generally assumed that the schools and business both have a role to play in achieving this goal. The growth of the City's labor market is in professional, clerical, and service jobs. From 1954-1983 jobs in service producing industries (transportation and public utilities, trade, finance, insurance and real estate,

government, services) increased from 68 percent of all jobs in New York City to 84 percent. Goods producing jobs (manufacturing, construction, mining) went from one-third of the jobs to only 16 percent.[4] From 1980 to 1990, the largest percentage increase in job openings in New York City is projected for professional and technical workers (+13.7 percent). Jobs for clerical workers are expected to grow by 7.7 percent, service jobs by 8.8 percent. Jobs for managers and officials, and sales workers have a projected growth of 3.6 percent and 1.4 percent, respectively. There will be a loss of jobs for operatives (-16.4 percent) and for craft and kindred workers (-1.6 percent) over the decade. By 1990, white collar jobs (professional and technical, managers and officials, sales, clerical workers) are projected to account for two-thirds of the jobs in New York City.[5]

Improvement in educational attainment is particularly crucial given the demographics of New York City, where in 1984 youth ages 16-19 have an overall unemployment rate of 29 percent (51 percent for blacks, 33 percent for females[6] and where the school dropout rate is estimated to be 42 percent.[7] Although school-business linkages and relationships are not a panacea, to the extent that they can bring additional resources into schools including the most up-to-date occupational technologies, acquaint students with the world of work and with career or employment options, and acquaint employers with New York City youth, they offer an avenue for addressing a part of the problem.

EXISTING SERVICES

Business involvement with the schools takes many forms and operates on a number of different levels. It may consist of forming a special relationship with particular departments of schools or with an entire school, being a resource to provide speakers for classes, or acting as role models and mentors for students. A more obvious role for business is that of employer, or being a work setting for student internships. On a policy level, businesses serve on advisory committees for occupational education and several business organizations work to promote and develop school-business linkages.

This section of the report describes examples of each type of relationship and some school-specific illustrations.

SCHOOL-BUSINESS PAIRING

There are two established avenues of pairing schools and businesses, one links a business with the school as a whole, in the other the link is with specific departments or classes.

The Join-A-School Program, coordinated by the Board of Education, involves individual linkages between a company and a school. Fifteen high schools and one junior high school are linked with specific corporations or hospitals. The individual projects vary. Students at Martin Luther King, Jr. High School assisted in the preparation of a corporation's annual meeting: learning how such meetings are conducted, producing a videotape for presentation at the meeting using equipment purchased by the corporation, providing security at the annual meeting which was held at the school. At John Jay High School the joint project with Manufacturers Hanover Trust resulted in the funding of a performing arts center. Other Join-A-School efforts include the purchase of equipment, sponsorship of special programs by businesses as well as the provision of career awareness and work experience programs.

The Business Education Corporate Pairing Program, coordinated by Open Doors, in New York City Board of Education's Division of Curriculum and Instruction, has the business education departments in 20 high schools linked with banks, utilities, and other corporations. Each relationship has its own characteristics but activities include tours and seminars for students and faculty by businesses on their operations, job interview training by corporate staff, and the provision of business representatives as classroom speakers.

New York Alliance for the Public Schools, a nonprofit organization with membership from the Board of Education, unions, parent organizations, deans of university schools of education, etc., designs and implements programs to improve the public schools. A Law Mentor Program, co-sponsored with the Federal Bar Council (a professional organization of attorneys), pairs classes in 25 New York City high schools with a law firm to expose students to legal careers and the academic preparation necessary for this field. The program includes visits by lawyers to the schools, and by students to the law firm, as well as related field trips (e.g., to court).

CLASSROOM RESOURCES

Open Doors, a unit of the Board of Education's Division of Curriculum and Instruction, operates a Speakers Bureau in which representatives from different career areas make presentations to classes and at career fairs. Teachers can arrange for up to two speakers per term; from July 1983-June 1984, there were 1,000 presentations. Topics chosen are career areas deemed important by Open Doors' career educators and are based on the interest of students and labor market statistics. Open Doors is funded by the Board of Education and also receives corporate and foundation grants.

Junior Achievement of New York, Inc. is a nonprofit organization which provides practical economic education programs and experience through a partnership with the business and education communities. The national organization is totally funded by private foundations and businesses and programs are offered to elementary, junior, and high schools without charge. Applied Economics, the high school program, is a one semester course taught in 31 New York City high schools by the economics teacher in conjunction with an experienced business consultant who visits the class once a week. Students gain insight into economics through a student-run company, management and economic computer simulations, and case studies. For junior high school students in 75 New York City schools, Project Business offers a flexible, supplementary program. Once a week for 12 weeks, volunteer business consultants bring life to economics through class activities, discussions, role playings and field trips.

MENTORING PROGRAM

The New York City Mentoring Program of the Board of Education facilitates the arrangement of school-based projects which link students on a one-to-one basis with mentors from private industry, government agencies, colleges and universities and community-based organizations. Mentoring relationships with the business community generally focus on career exploration and advisement, world of work awareness, and cultural and social enrichment. Mentors also act as "big brothers or sisters." Begun in Spring, 1984 with 9 pilot projects, 25 high schools participated in the 1984-1985 school year.

WORK EXPERIENCE

Work experience programs are one type of formal arrangement between the school system or a school and business. A variety of programs exist. They vary in the intensity of the linkage between class and the job, i.e., whether academic credit is awarded, and the extent to which teachers visit the worksite. The New York City Partnership conducted a pilot survey for the Board of Education's Advisory Council for Occupational Education and identified 29 work experience programs in six high schools and two Board of Education divisions; a survey of all high schools is planned. The largest work experience program is described here.

The Cooperative Education Program of the Board of Education's High School Division arranges paid work experience for 11th and 12th graders. Over 17,000 students from 86 high schools work alternate weeks or part-time after school in approximately 4,000 companies and 35 government agencies.[8/] Students working alternate weeks are employed in pairs so that the job is always covered. Students are graded by their employers on attitudes and performance, and receive academic credit for their work. The Program includes a Personal Growth Laboratory and Skills Training Centers for students who need interpersonal or office skills reinforcement in order to be hired in a job. The Program reports that the school dropout rate, after participation, is less than two percent and that nine months after graduation more than four out of five students either continue their education or are employed in occupations they entered while in the Program.

ADVISORY COMMITTEES

The Advisory Council for Occupational Education of the New York City Board of Education assists in the design of occupational training curricula and development of resources, and makes recommendations to the Board of Education. The Council, mandated by Federal and State education law, is made up of 20 members, representatives of business, labor, education, and the community. The Council has 30 Educational Advisory Commissions, each focusing on a different occupational field, and 4 generic commissions (adult education, students with handicapping conditions, sex equity, youth employment) that make recommendations to the Council in curriculum planning, equipment and physical facilities, and advise on occupational trends and changes. Commission members represent both management and labor.

COORDINATION

Private sector organizations and a department of the Board of Education have assumed roles in the coordination and promotion of school-business relationships.

The Private Industry Council of the City of New York, Inc., (PIC) is a nonprofit corporation with membership from business and industry, labor, education, rehabilitation agencies, economic development groups, and community-based organizations. PIC designs training programs to meet labor needs of private-for-profit employers and works with companies and schools to improve the school-to-work transition process. It sponsors three programs in the public schools -- in one academic and two vocational high schools. Two of these programs (at Westinghouse and Martin Luther King, Jr. High Schools) are described below.

The New York City Partnership's Education Committee, with membership of chief executive officers from Fortune 500 corporations, presidents of universities, community and labor leaders, and the Chancellor of the Board of Education works with the public schools to strengthen the link between school and work. Viewing the public schools as the greatest single source of future employees, the Committee (formed in 1982) promotes the involvement of the business sector in the public schools generally, and is involved in the Join-A-School and Mentoring programs (described above) matching corporate sponsors to individual schools.

The Office of University and Corporate Affairs of the New York City Board of Education has as its primary objective the facilitation of cooperation between the school system and the private and nonprofit sectors. Established in October 1984, the Office provides technical assistance to help schools obtain resources and coordinates information about collaborations. The Office is compiling an inventory of these programs.

SCHOOL-SPECIFIC EXAMPLES

This section highlights a few public high schools which have special relationships with the business sector.

Murry Bergtraum High School for Business Careers, has been involved with the lower Manhattan business and government community since the School's inception, when businesses formed a steering committee and worked on defining the nature and function of the school. In the late 1960's the business community, itself, had decided that such a high school was needed in lower Manhattan. The school opened in 1975, and in 1976 the steering committee became its Business Advisory Council. Business community activity ranges from providing input into curriculum development, providing jobs and internships (Chase Manhattan Bank has 53 interns), scholarships, equipment and supplies, speakers for classes, and graduation awards.

Each student is required to serve, for one term, in some type of paid or unpaid internship assignment which may be in a business or government office or on-site at the school. Also available is an alternate week Cooperative Education Program in accounting and clerical office skills. Teachers, under the supervision of an assistant principal-administration, provide a linkage with the job site supervisor and develop jobs. The school has a full-time on-site counselor from the New York State Job Service who develops part-time and full-time positions for the students.

Partners in the Advancement of Electronics (PAE), *Westinghouse Vocational High School* prepares students for employment in the electronics industry. The program has an advisory council composed of representatives from 40 firms that advises school officials on curriculum and equipment purchases so that the school will keep pace with developments in the industry. Members of the Council have donated equipment to the program and are involved in job development for students.

Work experience is a part of PAE, and is related to the curriculum. Eleventh and twelfth grade students are in class two days a week and at work three days a week during the school year and full-time during the summer. They are paid a stipend from the Private Industry Council, an original sponsor of the program, or are employed and paid directly by a corporation. Begun in 1980, the program has utilized funds from PIC, the Board of Education, and foundations.

Martin Luther King, Jr. High School's Citibank Office Technology Program provides assistance with curriculum, part-time jobs after school and full-time summer employment, orientation to the world of work, and nine-week sessions during which students are paired one afternoon per week with office employees who are trained to teach the students. The program, co-ordinated by PIC, uses foundation funds, and personnel from the Board of Education and Citibank.

The school also has a *Join-A-School* relationship with American Can Company which has been involved in the planning of an attendance incentive program, a student handbook, a school fashion show, and a work/study program.

The Academy of Finance is a two year program for juniors and seniors in five high schools. Students, who are recruited in their sophomore year and accepted for admission based on their academic record and personal interviews, take courses which include advanced accounting, the world of finance, financial planning, and computer science at the school and a course in the principles of finance at Baruch College. During the summer between their junior and senior year, students serve in paid internships at financial institutions. Upon graduation they receive a certificate in financial studies. The first class graduated in June 1984 with 35 students, 32 of whom have entered college with 27 majoring in finance. A total of 149 students graduated in June 1985. Summer 1985 internships number 150.

The Academy has a business advisory council and businesses also provide annual grants to the program. Baruch College has a grant for the collegiate component.

The High School of Telecommunication Arts, scheduled to open in September 1985, has the involvement of 31 telecommunications-related companies and 6 colleges on its technical advisory board and on 4 subcommittees (facility and design, corporate contributions (equipment), public relations, staff and curriculum development). The beginning ninth graders will be able to participate in a one-to-one mentoring program and a "People Exchange Program" in which industry representatives will work with groups of students based on interest. Once a month students will have workshops, panel presentations, and demonstrations of equipment in order to provide information on this occupational field.

ISSUES

School-business collaborative efforts generally are agreed to be beneficial to both sides of the relationship if they meet both their needs and if there is a clear understanding of the objectives and how they will be achieved. School personnel state that the relationships should emanate from and be managed by the school and be tailored to what each company, large corporations as well as local and medium-sized, can offer. Business representatives state that expectations should be realistic, that schools should not expect more from corporations, because of their prestige or size, than they are able to deliver, and that the business sector, which has had a limited association with the public schools, must become more aware of how students are educated. To the extent that this is achieved, arrangements can be formulated and implemented so that students can broaden their knowledge of the world of work and potential careers, obtain valuable experience, and build up individual abilities and relationships.

At issue is how both school-business attitudes and structures need to be altered to best accomplish these goals. Those involved in collaborative efforts state that the support of top personnel in both settings is crucial. The question is how to institutionalize the support so that the efforts continue even when there is a change in individual participants. Also, negotiating collaborative arrangements, establishing advisory committees, and learning to communicate with business require that education staff time and resources be available.

School-business relationships may begin with the donation of equipment by a business or tours of business settings, but they need not end there. Collaborative efforts can be more substantial and include activities that are more closely related to student achievement and retention -- student internships or work experience, staff development, curriculum development. Any equipment that is donated, however, should be fully up-to-date and it should be equipment that teachers either know how to use or training should be a part of the donation.

Career education is an important part of the student's schooling and should be recognized as such, with occupational and career materials integrated at

each level, beginning even before the high school level. Some supporters of career education believe that the emphasis on basic academic education and stringent course requirements in academic subjects does not leave enough room for occupational programs such as Cooperative Education or business education courses, which they say can result in improved grades and a decrease in dropouts. Although the perceptions of these programs and of vocational education have improved, there are still vestiges of attitudes which view these programs as stepchildren of the education system.

DIRECTIONS

The outlook is for continued collaborations between schools and business. But in order to learn more about them and their effectiveness, a number of research studies are being conducted. Public/Private Ventures, a Philadelphia-based research firm, is studying exemplary school/business partnerships and their effectiveness in reducing school dropout rates and improving the success of disadvantaged youth in the labor market. They will look at (1) whether disadvantaged and minority youth who participate in programs stay in school longer and get better jobs than similar youth, (2) what are the most important contributions of the private sector to the partnerships, and (3) what incentives keep business interest in the programs high. The study is funded by several foundations.

The National Child Labor Committee is studying cooperative education programs in order to identify characteristics of successful programs, and factors that influence employer participation and determine the benefits for participating youths. The objective of this Cooperative Education Project is to increase the use and effectiveness of work study and cooperative education by providing information about exemplary programs, encouraging replication, and gaining visibility and support for the program.

The Committee for Economic Development's Subcommittee on Business and the Schools is studying education issues. Starting from the premise that both business and education have a stake in seeing that public schools produce literate, skilled, adaptable, and responsible graduates, the Subcommittee is exploring business-education relationships and how these might be improved. Funded by the Ford Foundation, the study includes a survey of businesses and their personnel needs.

In New York City, the New York City Partnership's Education Committee will be addressing education policy issues at the state level, including the allocation of funds to the City's public schools. The New York Alliance for the Public Schools is replicating its Law Mentor Program in engineering and advertising. The Academy of Finance, described above, is the model for a four year focused high school program on economics and finance, planned by the Board of Education and scheduled to open in September 1986.

NOTES

1/ Committee for Economic Development, Memorandum, "Impact Report on the Pittsburgh Policy Forum on Business and the Public Schools, October 15-16, 1984," November 1984.

2/ U.S. Department of Education, Partnerships in Education: Education Trends of the Future, 1984. For a national overview, see also Paul E. Barton, Partnerships Between Corporations and Schools, National Commission for Employment Policy, Washington, D.C., Fall 1983.

3/ All students on register minus Long Term Absences (students absent every day during September and October). Board of Education of the City of New York, Division of High Schools, Analysis of the Organization of High Schools, School Year 1983-1984.

4/ Samuel M. Ehrenhalt, Regional Commissioner of Labor Statistics, "Changing Configurations in the Regional Labor Market." Presentation at the 17th Annual Institute on the Challenge of the Changing Economy, sponsored by the New York City Council on Economic Education, May 9, 1984.

5/ New York State Department of Labor, Occupational Needs in the 1980's, New York City, 1985.

6/ New York State Department of Labor, Bureau of Labor Market Information.

7/ New York City Board of Education, Educational Management Information Unit, Office of Student Information Services, Dropouts from New York City Public Schools 1982-1983, Spring 1984.

8/ Under the Federal Targeted Jobs Tax Credit Program businesses which hire youth can claim a tax credit of 50 percent on the first $6,000 of an employee's first year's wages and a 25 percent tax credit in year two.

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